DOCUMENT RESUME

ED 182 034 PS 011 187

AUTHOR Estes, Sidney H.
TITLE Discipline: A Different Perspective.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE 79
NOTE 64p.
AVAILABLE FROM Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Suite 208, Atlanta, GA 30315 ($1.50; 10 or more copies, $1.00 each)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Black Students; Cultural Background; *Cultural Differences; Disadvantaged Youth; *Discipline; Educational History; *Educational Objectives; *Educational Sociology; Institutional Characteristics; School Community Relationship; *Social Differences; Teacher Characteristics

ABSTRACT

The central thesis of the paper is that students in American schools come from diverse cultures and backgrounds and that appropriate instructional strategies, teaching styles, administrative behaviors and overall school climate must reflect a sensitivity to those realities. The first part of the paper examines the historical, philosophical and psychological factors which have contributed to the discipline problem in American schools, especially for low income blacks. Specific factors discussed include: (1) dehumanizing school practices, (2) television influences, (3) increased availability of drugs and guns, (4) civil rights and women's rights movements, (5) economic problems, (6) culture conflict, (7) increase in single parent families, (8) increase in maternal employment, and (9) history of racial discrimination. The second part of the paper deals with positive approaches to discipline issues. Among topics examined are societal attitudes toward education, culture conflict, community involvement, administrative leadership, parent support, and teacher-student relations. Specific suggestions are offered for principals on how to ameliorate school-community problems and for teachers on their role in working with inner city children. (JMB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182034

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DISCIPLINE: A DIFFERENT PERSPECTIVE

By

Sidney H. Estes, Ed.D.
Assistant Superintendent for
Instructional Planning and Development
Atlanta Public Schools
Atlanta, Georgia

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mae A. Christian

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS011187

Printed in the Publications Department, Atlanta Public Schools, Atlanta, Georgia

Fall, 1979

CITY OF ATLANTA

BOARD OF EDUCATION

Mrs. Margaret Griggs, Educational District 1
Rev. Preston W. Williams, Educational District 2
Mr. Joseph G. Martin, Jr., Educational District 3
Mr. Richard E. Raymer, Educational District 4
Dr. Carson Lee, Educational District 5
Mrs. Carolyn Crowder, Educational District 6
Mrs. June Cofer, At Large Seat 7
Mr. Pete Richards, At Large Seat 8
Dr. Benjamin E. Mays, At Large Seat 9

OFFICERS

President--Dr. Benjamin E. Mays
Vice President--Mrs. June Cofer

Dr. Alonzo A. Crim, Superintendent

CONTENTS

		Page
I.	INTRODUCTION	1--3
II.	"ROOTS"...HISTORICAL, PHILOSOPHICAL AND PSYCHOLOGICAL CONSIDERATIONS	4--25
III.	"SO WHAT DO WE DO?" - APPROACHES Administrative and Pedagogical Realities in A Contemporary Society	26--32
	--American Society and Education	33--34
	--Cultural Differences and Education	34--36
	--Different Teachers-Different Children	37--41
	--Communities and Schools	41--42
	--School-Community Problems Typically Faced By Principals	42--43
	--Some Suggested Responses	43--45
	--Leadership and Schooling	45--46
	--Dimensions and Direction	46--47
	--A Commitment	47
	--Parents, Children and Education	47--48
	--Teachers, Children and Education	49--52
IV.	CONCLUSION	53

FOREWORD

The deadly destruction of the minds, the wills, and the self-concept of large numbers of Black children in many of our nation's classrooms has not yet ceased. The 1954 Supreme Court decision which rejected the concept of "separate but equal..." has had little impact on curing the true ills of racism.... Too many young Black minds continue to be denied a chance for intellectual growth and development, for the acquisition of a useful education; an education which will prepare them for living outside the realm of ultimate doom to becoming just another incarcerated number.... The writer of this document forces us to take a systematically visceral look at some of the historical and root causes for the educational and societal quicksand which is certain to engulf us--unless we attend to the business of educating poor folks in this country--<u>especially the Black poor</u>.

Estes offers an analytical examination of the complexities of issues facing an increasingly callous society. But, the author does not stop here. Cultural differences are cited; he does not overlook school-community problems; he reminds us that "... kids like school ..."; he levels a scathing challenge to educators to continue to pursue humaneness; to work with people; to apathetic parents to rethink their attitudes toward our schools.

Significantly though, Estes offers "some essentials for the teacher of children from unique backgrounds ...." His conceptual responses for improving the educational lot of poor children are reflected in a discussion of "styles" which include: Routine, Empathy, Zest, Conscientiousness, Realistic Approach, Imagination, and "All Around" Person.

This writing is a penetrating discussion of discipline, with a reminder that the work of education is the most important in the world. "The destinies of people, our society and civilization is in the hands of educators. The way won't always

be straight, the road won't always be smooth, but amidst adversity and turmoil we must persevere...."

Educators of every racial and ethnic orientation should be appreciative to this committed scholar, for there is something here for each of us....

Mae Armster Christian
Director
The Atlanta Teacher Corps

INTRODUCTION

A parent sits patiently outside the principal's office waiting with his nervous daughter. The girl is near tears, wringing her hands and biting her lip. The father looks out the side of his eye and asks her, "Are you sure that's the way it happened?" She quietly answers, "Yes" and the father says, "We'll straighten things out, and if necessary I'll have that man's job." The daughter once again swears she didn't write on the lavatory wall.

On the other side of town three patrol cars circle the school block waiting for the three o'clock bell to ring. They've received a tip that the "Warriors," a gang from Second Avenue, plans to seek revenge on the "Eagles" from Spring Street because one of the girls from Second Avenue was insulted by a girl from Spring Street.

Both of the above examples are symbolic of what is called the worst crisis facing the American educational system. Discipline is not a new problem for the schools, but the extent of the problem has caused record numbers of experts to try to tackle the dilemma and propose solutions.

The magnitude of this problem, and the concerns raised by it are illumined by this excerpt from a report on a "Seminar On Inner-City Schooling," held in London, England last year. The report states:

> "On December 19-21, 1978, the Organization for Economic Cooperation and Development, Center for Educational Research and Innovation, Paris, convened a seminar in London, at the University of London School of Economics, to bring together people actively concerned with the performance and problems of education in inner cities and to exchange information, ideas and reports of experiences on issues of central interest. Most of the representatives were heads of school systems in positions comparable to those of superintendents of United States city school systems.
>
> Cities represented included Rome, Milan, Berlin, Stockholm, The Hague, Glasgow, Belfast, Birmingham (England),

> Manchester and London. From the United States were the superintendents of San Francisco, Nashville, Atlanta and Norfolk. Former superintendents of the Dallas and Cincinnati schools were also present as were educational officials of some of the other countries.
>
> At the outset of the session, there was general agreement among the administrators present that the inner cities face multiple problems and that inner-city schools, particularly the secondary schools, are seldom held up as models of decorum or scholastic achievement, despite the fact that most of their students advance admirably."[1]

Further, these comments are made:

> "An initial question was whether the inner city is really a desirable place for children to live and whether we should encourage rather than discourage young families to leave.
>
> Inner-city population, due to patterns of migration over many years, embodies an occupational or class structure which is different from that of rural or suburban areas. The cities represented have concentrations of people with low skills, language difficulties, and problems of cultural adjustment and public discrimination against them... This means that the population left is made up predominantly of poor people, unskilled workers and small numbers of the very rich and professional people. The development of the "underclass" in the cities seems to be characteristic. In many cities, education is held back by overt and covert racism. The very worst in urban education described would reflect poverty, chaos, racial conflicts, drug use and distribution and frightened, demoralized staffs.
>
> The question of whether it is desirable to press for a revision in transport subsidies to commuters, thereby encouraging people in white-collar work to return to the inner city, to advocate different kinds of housing policies, or take other action to make it easier for people of such groups to live in satisfactory accommodations in the inner city, was touched upon in relation to the initial question of the inner city's desirability as a place to rear children."[2]

The import of this phenomenon from a different perspective is given added credence by one additional statement included, which states: "Grave concern was expressed that the urban high school is increasingly dominated by economically disadvantaged and minority students who need special help."[3]

But like the civil rights movement and the drug problem, discipline did not provoke comment from people such as the Vice President of the United States until it reached the upper class White schools.

However, once again, the most affected victims of the confusion over discipline are Black students in the major urban school systems. Few, if any, of the proposed discipline solutions recognize the difference in approach and application that must occur to yield a successful program.

The climate of a school, the general atmosphere, and how people feel about one another, are all part of the phenomenon that continues to be a truly genuine concern in education...discipline.

II. "ROOTS"...HISTORICAL, PHILOSOPHICAL AND PSYCHOLOGICAL CONSIDERATIONS

The root of the discipline phenomenon goes back to a prevalent mood in the country that has to do with lack of respect for authority, lack of respect for self as well as the property rights and personhood of other people. We need to take a look at some of the things we are trying to accomplish, and then ask some very basic questions. Many of these should be based in philosophical, historical and psychological contexts.

It is imperative that we really examine the constituency we serve in dealing with the discipline phenomenon. One has to consider the historical and psychological background of the majority of the students in a school or school system, and how that relates to a philosophical posture on the part of students, their parents and the staff regarding discipline processes and expectations.

As mentioned, the majority of students in the major urban American school systems...which are pinpointed for having the greatest number of discipline problems...are Black. Historically, Blacks have been a unique group in this country. The way they have been treated over the years relates to this whole matter.

A second part of the problem concerns the relationship of discipline to what we are trying to do in terms of educating. One of the things to be kept in mind is that we should be about the business of developing authentically humane human beings.

One of the guiding principles of this concept can be found in the poem, "Children Learn What They Live." If children are beaten, they learn to beat; if they are cursed, they learn to curse; if they are denigrated, they learn to denigrate.

The ultimate goal we are trying to reach is to develop self-directed, self-disciplined individuals. That requires the onus of responsibility being conveyed to students, to their parents, to individual staff members, and to each of us, as individuals, involved in that process. The expectation of one becoming a self-directed, self-disciplined individual is too heavy for any one of us to carry. Therefore, we must convey to children, continually and perpetually, that we all have the responsibility to become authentically humane human beings.

We must remember that for every effect there is a cause. That is to say that students do, or don't do, for reasons that we must understand in reference to whatever it is they are about in school related to instruction or behavior. We must recognize, and try to identify, causes of aberrant behavior and then attempt to relate it to the basic purpose of education,...to develop authentically humane human beings; who are, also, effective, efficient, productive and contributing.

This task is not as easy as it may initially seem because engrained in our educational system are some very dehumanizing practices and conditions. A list of these was recently compiled by members of the ASCD Commission on Humanism in Education. Included in those practices were the grading system and the competition it inspires, the comparisons it makes, the pressure it creates and failure; corporal punishment; overcrowding and the resulting class loads, easy anonimity, shallow pupil-teacher relationships, loss of privacy and much more.[4]

Another fallacy of the system is the expectation for all children to fit a traditional, normal, American personality. As explained by Robert Zais, traditional American values means those that are dominant and adopted by the middle class.

> "It seems legitimate to ask whether America's conceived values are significantly different from its operative values and if it turns out that, indeed they are, we may be forced to admit that the hypocrisy our youth see in society is really there."[5]

The implications of this hypocrisy is most felt by Blacks. According to William Lopes, the historical context of Black existence makes it impossible to fit the normal American mode.

> "To Black Americans, it is unlikely that we can ever forget the bones of countless men strewn across the Atlantic, the degradation of hundreds of years of slavery, and the complete disregard for our humanity as expressed through proper familial relations... It is almost impossible to succeed in the White world and still remain relevant to the rest of the Black community... No Black man can ever again afford to become successful in this country without involving himself deeply in his brothers struggle. It is impossible that we could fulfill this task by imitating the competitive nature of American society... A person's stock portfolio can never again be used to determine his essential worth."[6]

Lopes summarizes his position by quoting Franz Fanon in his monumental work, The Wretched of the Earth.

> "When I search for man in the technique and style of Europe, I see only a succession of negations of man and an avalanche of murders. The human conditions, plans for mankind, and collaboration between men in those tasks which increase the sum total of humanity are new problems, which demand true invention. Let us decide not to imitate Europe, let us combine our muscles and our brains in a new direction. Let us try to create the whole man...."[7]

In other words, the development of a truly humane human being for a Black child is, and must be, entirely different from any of his or her colleagues. The history, perspective, environment, challenges and obstacles they will meet in becoming members of this or any society are alien to any Western dominated culture.

However, by law, teachers have little or no choice in the composition of their classes. So a teacher has a unique responsibility to be able to understand and deal with the differences in their students.

Arthur Combs, a professor at the University of Florida conducted research with other educators to determine what distinguishes effective

teachers from poor ones. Among their characteristics are:

--Good teachers feel identified with, rather than apart from others.

--Good teachers feel basically adequate rather than inadequate.

--Good teachers feel trustworthy rather than untrustworthy.

--Good teachers see themselves as wanted rather than unwanted.

--Good teachers see themselves as worthy rather than unworthy.

--Good teachers perceive their purpose in teaching as one of freeing, rather than controlling students.

--Good teachers tend to be more concerned with larger, rather than smaller issues.

--Good teachers are more likely to be self revealing, rather than self concealing.

--Good teachers tend to be personally involved, rather than alienated.

--Good teachers are concerned with furthering processes, rather than achieving goals.[8]

But is discipline a new problem, an old problem or the same one that has been plaguing schools since the beginning of public education? As mentioned before, discipline problems have been around for a long time. But now the problem has attracted national attention. Why? Because parents, students and staff members are becoming increasingly concerned about the lowering performance level of American students...in particular in comparison with their foreign counterparts. National magazines focused attention on the question, "Why Johnny Can't Read." The main point of those articles was that reading scores are declining and private schools are bursting at the seams with students whose parents think they cannot receive a proper education in the public schools. Parents are arguing that the schools are failing to give students the necessary skills to become functioning and successful members of society.

Another factor for increased discussion about the discipline problem is the increase of youth violence and reforms in the juvenile justice system. The state of New York recently passed a series of new laws that are intended to crack down on juveniles involved in violent acts. Some opponents of those laws say that juveniles are no longer treated as juveniles, but rather as adults. They argue that such treatment doesn't solve the problem, but rather creates a group of incorrigibles who will eventually be allowed into a free society and that they will not be able to deal with the responsibilities of adult life because they have been robbed of their youth.

Again, proponents of stiffer laws point to the inability of the schools to deal with youth violence. But there are larger influences in society, and in the community, that are brought into the schools and administrators have not developed methods to adequately deal with these larger problems.

Some of the greatest influences on today's youth are violence on television, increased access to drugs and guns, increased awareness and emphasis on the rights of students and the deteriorating living conditions in the communities caused by increased economic problems, and decreased buying power of the American dollar.

Each year, statistics show that children spend more and more time in front of a television set rather than behind a book. The world depicted on television is perceived as reality to those young minds who haven't had a chance to experience real life situations. Children believe that when people are shot, there is little or no blood, the police always catch the bad guys, and in the courtroom people always stand up to give confessions to free an innocent person accused of the crime. Children also follow the examples of the television heroes because they have no heroes or role models in their own lives. They glorify everything those heroes do and

try to emulate their actions no matter what the consequences or methology. All they see is their hero performing great feats to achieve an end and they automatically believe that if they do the same thing, they will get the same rewards.

Increased usage of drugs is highlighted every week on news programs and specials. Drugs are being sold in the schools and frequently the students' parents are drug abusers...either with cigarettes, alcohol or sedatives in most cases. Guns are being used more by young people because that is the instrument or power for their heroes. Because there are so many guns in circulation, they are not as expensive as before and children are able to get guns with a minimal amount of money. But more than likely, the children get guns from their own homes where parents have obtained these weapons in light of the increased crime rate in the cities.

The civil rights movement and the women's rights movement have set examples for students to become more aware of their individual rights in the school. Students have objected to searches of their lockers, refusing to answer administrators questions without the consultation of a lawyer, or at least their parents.

And finally, more and more people are being crushed in the economic crunch facing the nation. The amount of goods and services that a dollar can buy is decreasing each year. Children and their parents cannot afford the same things they could a few years ago. Parents become more frustrated with their attempt to make ends meet, and make sacrifices that some students question without knowing their parents' financial condition.

All of these factors and more are pulling at a student when he or she comes to school. Given the extent of influence of an electronic medium in

shaping a child's mind, what is the benefit of an education? This question has great significance to Black students. As Samuel Proctor and Gladys Johnston reveal, "As part of the Black family structure, each generation has had hope that things would be better for the next generation. This hope for better times has been materialized through the education of youth. Blacks have believed in the American dream and have struggled for equal educational opportunities for more than a hundred years."[9]

To state that point more emphatically, Proctor and Johnston relate how education was a survival factor:

> "The social distance that Blacks had to cover from 1865 to the present has no parallel in world history. No form of slavery was as dehumanizing, and no society was moving so rapidly from farms and frontiers to cities and technology. It meant running fast to stand still. All comparisons fall limp before the overwhelming challenge faced by Black Americans. The outcasts of India were indigenous to India and of the same racial stock as all Hindus. The Maoris of New Zealand were there for a thousand years before the British arrived. What education did for Blacks in America stands unique in the world.
>
> The belief that education would somehow prove that Blacks were responsible, self-supporting people has endured since slavery. During slavery, many Whites realized it would be dangerous to educate Blacks; it was feared that education would give slaves a yearning for freedom. As a matter of fact, the lack of education: 'became a very practical and utilitarian instrument in the institution of slavery'.
>
> In America it is still true that the benefits of the middle class are not entirely beyond the reach of one who is born poor and Black. While racial and economic impediments are real and threatening, it would be wrong and debilitating to withhold from any Black child the simple truth that the distance from a sharecropper's shanty to an air-conditioned, suburban home, with income to match, has been traversed over and over again. And the instrumental agent has been education."[10]

However, no learning can take place in an anarchy. Nor can any learning take place in an environment where students are afraid of answering a question because of punishment if they are wrong. A time perspective shows that education is necessary and a survival tool for Blacks. What is

also clear is that the discipline problems are not new, either. An article in Kappan magazine says the nation's perception of these problems is about the same as it was at least 25 years ago. It adds that the themes of lack of honesty and respect for law and authority are perpetual themes.[11]

Another correlation can be seen between the nation's most crowded cities and the school systems with the worst discipline problems. In an article by U. S. News and World Report, among the fifty most crowded U. S. cities are New York (2nd), Newark (4th), Chicago (8th), Los Angeles (9th), Philadelphia (11th), and Cleveland (12th).[12] Psychology experiments have shown that when rats are placed in an overcrowded cage and left there for a little while, they soon begin to kill and consume each other.

Generally, humans do not reflect such cannibalistic tendencies, but the same theory applies--overcrowding produces anxiety, hostility and violence!

But violence is not the major discipline problem. A survey of school administrators, teachers and students revealed that truancy, skipping class and tardiness are the top three problems facing the nation's schools.[13] There, also, appears to be a considerable amount of confusion between administrators, teachers and students over what exactly are the most pressing problems. The survey showed that the three groups were not fully aware of discipline policies. When the three groups were asked to reiterate the policies as they understood them, there was quite a bit of inconsistency. Pinpointed in the survey were several causes of discipline problems. Topping the list was boring classes, students having trouble with their work, no teacher control of their classes, lack of teacher response to student inquiries and lack of respect for student rights, needs and interests.

One principal said his technique of "being firm, but fair" worked for him. He went out of his way to reward positive student behavior.

He also respected the students and their ideas about what was going on in the school.

The survey also identified the characteristics associated with those who were labeled troublemakers.

> "They tended to receive lower grades and to be less involved with school activities. They felt that teachers and administrators were more unfair to them, and they were less likely to see possibilities for changing school rules. While many students saw some discrimination in the way discipline was administered (most of them agreed that athletes and students active in school affairs were favored, for example), those frequently in trouble saw even more discrimination."[14]

One correlation between the successful practices of one principal, who honors good student behavior, and the perceptions of the troublemakers is that those students who had a greater involvement in the school and a greater stake in the future of the school where those who had little or no discipline problems. Those students who exhibited cooperation with the school were rewarded by the principal. And the troublemakers thought that those same active students were favored in the way discipline was administered. Student involvement in the school seems to be one positive solution to many of the discipline problems. A more in-depth discussion of this aspect will be explored later.

The concept of education has changed through the years, but in most cases the general methology has not changed as rapidly. Education originally included the building of character. Over the years, less emphasis has been placed on this aspect and more attention has been given to disseminating academic material. Whether this material was actually taught to the students to the degree that they retained some of the information was secondary to completing a pre-prepared course outline.

The Commission on the Reorganization of Secondary Education and the National Education Association published a booklet called "The Seven

Cardinal Principles in 1918."[15] These principles of education were a reference point for the basic goals of the schools. They are: Health, Command of Fundamental Processes, Worthy Home-membership, Vocation, Citizenship, Worthy Use of Leisure and Ethical Character. During the formulation of such educational goals, it became increasingly obvious that the purpose of education was not simply to acquire knowledge or develop academic power. The purpose was to prepare students to assume a role in the society as it really existed. During the twenties, that purpose was fulfilled with an increase in the number of vocational education programs.

But the same principle applies today. Schools prepare students to be functional members of the society in which they will become parents when they reach adulthood. The "Seven Cardinal Principles" basically take a back seat because of their middle-class character and puritanism.

Sociologist Kenneth Clark has specified an even greater responsibility for the school system. That role is to reinforce in children their potential for empathy and dignity.[16]

Today's society and its emphasis on working to become part of the corporate structure has caused numerous reactions and side-effects. The American frontier personality for years has emphasized extreme individualism and selfishness. Those character displays are considered attributes instead of the "weakness" of being needed by others. Because of this self-image, stealing and injuring others is justified because of the lack of identification with the people from which they are stealing or hurting.

Numerous tests have also shown that alienation from society has caused disruptive behavior. When Black people were alienated from mainstream America, the riots and demonstrations served as a way of getting America's attention and to demand to be a part of society rather than alienated from

it. "Troublemakers" in schools are often alienated from the majority of the student body. Suspension and expulsion are administrative mechanisms of alienation. Because the students are alienated from the school, they resort to disruptive behavior to gain attention and capture some role or part of the school.

Involvement in the school is crucial for any workable environment between students, teachers and administrators. In a disciplinary method developed by William Glasser, author of Schools Without Failure, involvement is a key word. According to the Glasser method, students cause problems because they are not involved with school. Teachers have little control because they are not involved with students. In one program in Boston, where the Glasser method is being used, the survival of that program was based on involving increasing numbers of teachers, parents and administrators.[17]

But involvement in the school may be difficult because of the relationship Blacks have to society at large. William Grier and Price Cobbs noted that the history of Black people has basically been ignored thusly,

> "The black man was brought to this country forcibly and was completely cut off from his past. He was robbed of language and culture. He was forbidden to be an African and never allowed to be an American. After the first generation and with each new group of slaves, the black man had only his American experience to draw on. For most Negroes, the impact of the experience has been so great as to even now account for a lack of knowledge of their past.[18]

Black students are faced with more obstacles than White students. Grier and Cobbs show that schools discourage their ambitions, and training for skills is not available to them, and when they do triumph in some youth competitions, they received compromised praise, not the praise they were expecting. They further state:

> "In time, he comes to see that society has locked arms against him, that rather than help he can expect opposition to his

development, and that he lives not in a benign community, but in a society that views his growth with hostility."[19]

Black students have that same attitude when they enter the schools. That feeling is reinforced if students, or even possible employers, administrators and teachers, expect Black students to have more skills and to do better in school than their White counterparts. Blacks receive the message very early in life that in order to be a success, you have to be a "Super-Nigger." As the television series "Roots" showed, the first part of the Black man's history was to obtain freedom. The second struggle was to achieve equality. Price and Cobbs say it is not a matter of the Black man acquiring his manhood, but rather it is a struggle to feel it is his own. They continue that White men think manhood is an ordained right, but Black men are always engaged in a battle to keep their manhood.

From the beginning of the Black man's history in this country, Blacks were taught not to be too aggressive. The feelings of anger and frustration because of the society had to be channeled inward. If slaves showed aggression, they were punished or beaten or in some cases, even killed.[20]

Development of this same survival technique resulted later in the paradigmatic Black man.[21] A Black man was always described as nice if he "stayed in his place" and did everything the White man told him to do. Black mothers often told their children to be nice and nonaggressive because that is the only way they were going to be able to get along with White men, and consequently succeed in society.

Black people were taught to always be submissive. Children were told that they must figure out how to deal with the White man, but must work to keep the White man from deciphering them.

Another throw back to slavery is the role of "beating" in rearing children. Black parents may often feel that just as they have suffered beating in the past, it is the plight of their children to be treated the same. Physical submission

of the weak is instilled in Black children very early in life.[22]

Given the different historical, physical, emotional and psychological perspective of Black students, it is unreasonable to believe that traditional methods of discipline and teaching will be effective in those cases. Programs must be tailored to meet the unique needs of any unique group. This becomes critical in school systems where the majority of the students are minorities.

The root of the problem can be seen with a quick look at control of the schools. In many metropolitan cities, it is the case of a Black student population being controlled by insensitive, and often White, administrators.[23] Because of this, the rules and regulations have a middle-class bias. There are increasing pressures to conform to a middle-class life style which is alien to many students.

Cultural perceptions of racial differences, also, contribute to the failure of Black students in the schools. America denies the various subcultures in the country. This is necessary for the perpetuating of the "melting pot" theme in America. Differences in behavior, intelligence or cognition are explained as evidence of genetic defects or as evidence of the effects of discrimination.[24]

The basic conflict in the schools used to be called, according to William Smith, the "survival of the fittest." Today it is the "haves" versus the "have nots."[25] He adds that in such a conflict, the contributions of the minority have been ignored or treated as non-facts.

> "This absence from written history has resulted in more anxiety, more anger, concern and frustration on the part of people from those particular minority cultures affected whether black, brown, yellow, or red. The unabridged United States history is in many instances painful to

> remember, but is part of what has honed, tempered and matured members of minority groups."[26]

Lack of knowledge about one's history makes it impossible for a Black man or woman to answer many ontological questions such as where I came from, who I am and where I am going. Smith says once these questions have been answered, "the movement forward to share with others and to learn of and help meet their needs will be accomplished earnestly and eagerly."[27]

Many instructional programs have been developed for the classroom and it has been obvious that low income students will often reject a middle class oriented curriculum. Curricula must include materials that the students find interesting and challenging. One professor has noted:

> "The educationally disadvantaged student is not bedeviled by the carefully nurtured middle-class compulsion to take school work seriously even when it is least intrinsically interesting; consequently, he tends to openly reject tasks that involve learning for the sake of learning, even though he may be as committed to the abstract value and importance of education as is the middle-class student."[28]

The concentration of middle class values and tradition goes far beyond the actual curriculum. Often teachers come from middle-class backgrounds and they are able to relate better to middle-class students. They are not particularly suited for understanding, firsthand, the plight, troubles, feelings and needs of low income students. Textbooks and teaching methods, both old and new, are too often geared toward middle-class students.

Only recently has any validity been given to things such as the existence of a Black language in contrast to traditional English that has always been taught in the schools. This "second language" of the students also causes difficulty for teachers who are not able to converse in that language. The same applies to the development of books, and alternative teaching methods that are based on the existence and recognition of the

needs of a unique group. When students from low income and middle income families are placed in the same classroom as a teacher from a middle class background, the middle-class students can be expected to do better simply because there is a common form of communication and interrelationship between the teacher and student.

Wilson Riles, California educator, remarked,

> "We have traditionally thought of a dropout in terms of the child's failure to succeed in school. But a more realistic appraisal is that dropouts reflect the school's failure to succeed with the child. In effect, the child has not dropped out; he has been pushed out by a school that has ignored his educational needs and by a school program that has had no relevance to his aspirations or learning problems."[29]

He concluded that a top priority of the schools is to improve the educational achievement of the poor, the disadvantaged and those who have not received the full benefit of the American educational system.

Professor Ron Edmonds states that in order for the public schools to reform they must take into account the needs of the poor, the social science notion that pupil acquisition of basic skills is successful if the family background is successful must be repudiated. Edmonds "breaks it down" to coming to grips with three major things:

1. We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us.
2. We already know more than we need, to do what was just said.
3. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.[30]

Dr. Kenneth Clark criticized organized teachers union and today's public education system. He said, "They don't give a damn about our children. They do not identify with them. They see them as adversaries

at best and as animals at worst, and the children respond in kind."[31]

Reverend Jesse Jackson in his program to encourage Black students to push for excellence in the classroom challenges students to take a pledge for excellence. Part of the signed pledge says the students have decided not to deal with drugs or alcohol, and to study at least two hours a night. He adds that Black people must take the responsibility of being responsible for themselves and the push for self-excellence. Jackson states further:

> "I've never seen a retired slave master. And since the masters never get tired of being masters, the slave must always assume the responsibility for breaking the law. Every element of progress we've ever made was always initiated by us. This rather recent notion that somehow the system and the structure is going to reach down because they are just is almost superstitious. It is a dependency syndrome that oppressed people cannot afford to develop. We must continue to initiate the change we seek, set the strategy, develop the discipline, and the timetable. So in the relationship between victim and the victimizer, the victim is not responsible for being down, but must be responsible for getting up. Because it is in no one else's self-interest."[32]

Here are some examples that could condition the frames of reference of children, and their philosophies about who they are, where they are, where they want to go, and in what contexts they should operate and why. Jackson says,

> "There is nothing wrong with our genes, but there is something wrong with our agenda... We need a value system that would allow us to fulfill our essential human and humane tasks to be providers, to be producers, and to be protectors... We must contrast the politics of the five B's: Blacks, Browns, Budgets, Busing and Balance, with the five A's which are: Attention, Atmosphere, Attitude and Achievement."[33]

He further states and admonishes us,

> "Many of us allow our children to eat junk, watch junk, listen to junk, talk junk, play with junk, and then we are surprised when they come out to be social junkies... A schoool system without parents at its foundation, is just

like a bucket with a hole in it... Children must know that it is not their aptitude, but their attitude that will determine their altitude."[34]

Many solutions have been presented for cutting down or eradicating discipline problems in the nation's schools. But what those solutions have been lacking is a perspective that any solution will have to be tailored to meet the individual needs of the school's population. General solutions such as alternatives to suspension and extended use of school facilities have been tried and tested successfully in some situations. But the alternatives for suspension that were suggested had to encompass the needs and environment of the student body. It is fine to extend the use of the school after school hours, but the types of programs operating during that time must bear some relevance to the community.

For example, gang warfare in the schools in some areas decreased because Black community leaders talked to the various gangs and got them to examine the fact that what they were doing was wrong because it involved Blacks killing Blacks. The students listened more readily to the community leaders because they, too, were Black. The leaders were able to appeal to the racial pride of the students and also invoke some response from the students when they talked about the trials and tribulations that Black people have had to endure.

The extended use of the school has been a key to the success of many programs. One Teacher Corps program identified the two major concerns and, therefore, causes of disruptive behavior. The students said they had (1) nothing to do, and (2) nowhere to go. The "Discovery" program in Indianapolis found that when a person understands all the elements of his or her community, he is in a position to "predict, participate in, and, to some degree, control that environment."[35]

> "By providing an opportunity for them to understand their social and economic environment helps them gain some control and they then can obtain skills necessary to become active participants in that environment. In theory, once youths have been allowed to participate in decisions that affect their lives, they will be less prone to become juvenile delinquents."[36]

Reginald Brown, Jr., principal of Chicago's Vocational High School, has been the main person responsible for cutting down the incidents of vandalism and disruptive conduct in a school that was once notorious for those problems. Brown's program included more stringent rules and praise and support for the higher achieving and cooperative students.[37]

The concept of different kinds of school environments was explored in an issue of Kappan magazine. The magazine weighed the pros and cons of schools that enforce discipline by force as opposed to schools that change the environment to one that is more pleasant for the students. William Maynard noted in his "Basic Approaches to Violence and Vandalism" that "force schools" were characterized by feelings of distrust, animosity, frustration and rage among students and teachers. The feelings were directed in most cases to the nearest person in authority.

In his school climate model, the schools emphasized educational quality and individual self-worth, trust, open and honest communication, shared leadership, high involvement of staff and students and skills acquisition to accomplish the former.[38] Maynard concedes that force may be necessary, but it should be a short-term technique, not a long-range goal.

Psychiatrist William Glasser suggests that punishment is no longer effective in discipline problems. He says the answer is giving students a stake in the school, caring for them and teaching them without fear of failure. Glasser notes that teachers should get away from the scapegoat excuses that students are disruptive because they come from bad homes

or bad communities. He adds that teachers should work to improve the homes or the community if the atmosphere is not conducive for learning.[39]

The Glasser method asks students and teachers to draw up a contract between the two. The students agrees to behave in certain ways and perform certain academic tasks to fulfill his or her part of the contract. If the student does not meet the terms of his or her contract, they are not considered failures. Rather they are allowed to revise their contracts. This assumes that the student agrees to revision of the contract and has the fullest intention of committing himself or herself to the written rules. This method also assumes that the student believes that if he or she fulfills the contract, they will ultimately get some reward in the end.

There is a fallacy when applying this method to lower income or disadvantaged youths. Often the community and society in which Black students are raised emphasizes immediate rewards. There has never been a "pie in the sky" concept in most Black families. Even though many phases of the Glasser method are appealing, it still needs to be tailored to fit the individual needs of the students and the community.

The Glasser method includes seven basic principles:

1. Get involved with students.
2. Deal with their present behavior.
3. Get the student to make a value judgment about his or her behavior.
4. Help the student make a plan to change that behavior.
5. Get the student to make a commitment to change that behavior.
6. Accept no excuses.
7. Mete out no punishment.[40]

Glasser's basic concept is based on the notion that school is a good place to be. That reality would necessitate fundamental changes in the student's attitude, since society, to some degree, reflects the stereotype notion that children would rather stay home and play than go to school. Often, it is especially dreaded by younger children.

Glasser's concept could "conceivably" work better in low income communities where the home life might be rather uncomfortable and, therefore, school really is a nice alternative from the problems of the community. However, this represents a long range program and broader problem in that students bring problems from home to the school.

Ron Edmonds identified one similarity between schools that were effectively dealing with their discipline problems. He says they had a climate in which all personnel were dedicated to being instructionally effective for all pupils.

> "The point is that some means must exist in the school by which the principal and the teachers remain constantly aware of pupil progress in relationship to instructional objectives."[41]

Edmonds echoes the sentiment of Glasser by saying that teachers should not use the excuse that students can't perform because of their family background or community background. Edmonds says pupil performance derives from school response to family background. Schools must be aware of the needs of their communities and actively seek to fill the void that exists in their students' lives outside the school.

Martin Mayer maintains that teachers must understand what is difficult to learn. Teachers must understand that in order for any curriculum to work, they must understand which parts the students are understanding and which parts are difficult to understand. There must be some feedback about the interaction between intelligence and the course material.

> "I am not willing to have people tell me that a child educates himself without guidance unless he is prepared to advocate the abolition of schools."[42]

Daniel Levine comments that the curriculum in inner city classrooms should be organized around those activities that the students find interesting and challenging.

> "Patterning instruction around ideas, language, and experiences drawn from students tends to ensure that they will be involved and interested, insofar as this can ever be guaranteed."[43]

School must also try to establish role models in the schools. While teachers and administrators can serve as models for the students, the most powerful influence is peer pressure and recognition. If the students who are the most popular and rewarded the greatest are those students who exhibit good behavior and academic habits, then the students will try to emulate those students. However, if the heroes of the school are the roughnecks and those students who can cut the most classes, then the students will try to pattern their behavior after those students. The responsibility of being the role model can be awesome, particularly in an environment where those students are usually mocked.

Racial integration of the schools has involved more than racial concerns. In many cases, middle income youths from Black neighborhoods have attended schools with lower-income students. The experience in some cases was not very good.

> "For many Black youths, to work toward discipline and achievement is to "act White." In some cases the Black middle-class youth has adopted the behavior of lower income Blacks. Dr. James Comer says that 'too many affluent Black youths mistakenly associate Black identity with admiration of what is most self-destructive about the behavior of Blacks with lower income'."[44]

Desegregation has also had an effect on the self-image of Black students, as reported thusly,

> "...the respondents agreed that White teachers hold negative attitudes toward their Black students. As a result, the self-concept of these children has suffered under the desegregation-integration process."[45]

In this connection Glasser lists the elements for success in any effective school environment:

--The climate of the school

--Student self-esteem

--Expectations of the student as a learner

--The value students place on learning

--Effective teaching strategies

--The relationships that students can and should learn while in school.[46]

All of which suggests that American society and American education must recognize that students in its schools come from varying and diverse cultures, backgrounds and dimensions. That being a fact further suggests that appropriate instructional strategies, teaching styles, administrative behavior and overall school climate must reflect a required sensitivity and response to those realities.

III. SO WHAT CAN WE DO? - APPROACHES

Administrative and Pedagogical Realities in A Contemporary Setting

Parents, concerned citizens, business people, Board of Education and school personnel have become very concerned about the learning of children in the American educational system. National standardized test scores, interviews by prospective employers, applications completed by prospective employees, and the general preparation level of students entering college have made contemporary America sensitive to what youths have, or have not, learned in school.

Key to this current concern is the age-old question: What should the schools teach? The answer is not always the same. In our contemporary society it is generally felt that there are fundamental bodies of knowledge and skills to be acquired by all youths progressing through the schools, if they are moving toward becoming productive, effective and efficient citizens.

We are all committed to the reality that children must acquire mastery of certain expectations in becoming literate, and that under appropriate instructional conditions virtually all students can learn well most of what they are taught in school. Learning has a great deal to do with the learner's attitude, sense of perseverance, opportunity to learn, aptitude for the subject, the quality of instruction, as well as the ability to understand that instruction. Students, however, develop and grow at different rates. This actuality has been charted and described over a long period of years. Some children begin walking at eight months of age, some begin walking at twelve months. Others begin talking at one time, whereas others follow at a later period. Understanding that particular concept leads many of us to believe that the basic education of young people

should address individual and personal needs in terms of maturation, growth and development.

As a result of the socialization of practices of ethnic groups, some students will demonstrate social behaviors and learning styles different from those of other students! Recent research indicates that individual learning styles vary. All people do not learn in the same way! Emerging research suggests that learning styles may in some ways be related to ethnicity. Although such research is not sufficiently definitive to be prescriptive, it is of crucial importance that schools reject the notion that all children learn in precisely the same way. For too long, educational practices have reflected such universal views of learning, and have expected all students to conform to them. Schools should recognize that they cannot treat all students alike. If they do, they run the risk of denying equal educational opportunity to all persons. Educators should be aware of behavior that is normative and acceptable in an ethnic group. The practices of multi-ethnic/cultural schools must be <u>both</u> responsive and adaptive to ethnic differences.

Research and observations indicate that students who are members of minority groups, especially those who are poor, often have values, behavioral patterns, cognitive styles, expectations, and other cultural components which differ from those of the school's culture. These often lead to conflict between students and teachers. By comparison, most Anglo-American youths find the school culture to be consistent with their home culture, and they are much more comfortable in school. However, many students, regardless of their ethnic or racial identity, find the school culture alien, hostile and self-defeating.

The school's culture and its instructional programs should be modified, where necessary, to reflect the cultures and learning styles of children

from diverse ethnic and social class groups. Some recent research indicates that the instructional strategies and learning styles that are most often favored in American schools are inconsistent with the cognitive styles and cultural characteristics of some groups of minority students. Other research indicates that ethnicity influences students' cognitive patterns of processing information, and that such patterns have instructional implications. It is not feasible to base major educational policy on this research, because it is sparse and inconclusive. However, such findings should alert educators to the need to become more sensitive to student differences based on ethnicity, and to the implications of these findings for planning and organizing the school environment. Educators should not be blind to racial and ethnic differences when planning instruction; nor should they dismiss the question of racial and ethnic differences with the all-too-easy cliche, "I don't see racial differences in students and I treat them all alike."

Although differences among students are accepted in an effective multi-ethnic school, major goals must also be to teach the students how to function effectively in social settings different from the ones in which they were socialized, and to help them to master new cognitive styles and learning patterns. The successful multiethnic school helps students be aware of, and able to acquire, cultural and cognitive alternatives, thus enabling them to function successfully within other cultural environments as well as their own.

These are big orders, of course, but essential in the matter of educating the children of today. Do you know who they are? Let me share some "info" with you which suggests what we're dealing with:

While the number of children living in poverty declined in the sixties, the population of children who are poor today is on the increase. The majority of poor children live in southern inner cities and rural areas, often in families headed by women.

Forty-six percent of the nation's children under 18 have mothers in the labor force.

One of every six children under 18 now lives in a single parent family, double what it was a quarter of a century ago. Since 1960 the number of children living in families headed by women has doubled.

Another fact! "Since the commonly estimated figure of those who have alcoholism is 10 million this equates to 28 million children of alcoholics, of whom 7 to 14 million may develop alcoholism."

...and in the past year, one child in 13 of a national survey has had an emotional, behavior, mental, or learning problem serious enough so that the parent felt, or was told, that the child needed professional help.

Are Today's Kids Different Than Yesterday's?

William Glasser, Psychiatrist and Author says"

"Yesterday's child was goal motivated, today's child is role motivated. This means that yesterday's child responded to fear and to power and felt if he didn't do the things he ought to do, he might not survive in a goal-oriented society. Today's child raised in affluent, television-interested society is assured of survival and is looking for things to further this belief about himself as a human being."

Reverend Jesse Jackson, National President, Operation PUSH

"Historically, the home, religious institutions, and schools have been the primary social agents. The home provided security and identity, religious institutions transmitted moral values, and the school passed along information. Today, radio and TV have supplanted them, becoming the major tone setters, value orienters, and educators."

Mario D. Fantini, Dean, School of Education, University of Massachusetts

"Our children are becoming more self-oriented. They have a stronger concern for knowing themselves and for satisfying their ego needs more directly. This generation has more freedom to speak up to traditional authority figures.

In spite of these environmental changes, human needs have not changed in terms of growing and developing. When, how, and where these needs are satisfied have changed and there is the real difference."

Joan Ganz Cooney, President, Children's Television Workshop

"Youngsters now need less help in obtaining facts than in assimilating and integrating the many variable fragments of information than bombard them. They need coping skills: how to reason, how to solve problems, how to think.

James Gaite, Professor, University of Oregon

"So much has happened in the last 15 years directly affecting the lives of children, that it does make sense to say that today's children differ from those a half generation ago.

It is the continued pressure upon children to ape adult behavior and to become junior editions of spending consuming adults that is most troublesome. This trend makes older children harder to reach, and to teach,

than previous generations. Teachers must now compete more fiercely with the blandishments of the glittering world of the consumer. Motivating children to long-term goals is more difficult than ever."

Benjamin Spock, Physician, Author

"They are more self-assured, free to ask questions, not easily embarrassed, much more aware of what goes on in the adult world, ready to make up their own minds."

Alice Ginott, Child Psychologist, Columnist, Author

"Today's children are neither as frightened nor as guilt ridden as we were. They can't be as easily coerced into acceptable behavior. They expect adults to be respectful of their feelings."

Research says...

Young children find mixing paint, gripping the brush, and putting paint on paper more important than the finished product, according to Cornell University researchers who videotaped preschool artists at work.

Sex roles: Researchers studying the developing of sex roles in children note that boys and girls respond differently to their peers and teachers in elementary school. For boys peer opinion becomes increasingly important while teacher influence declines. For girls, peer standards and teacher expectations are more similar. Why? Researchers at Columbia Teachers College suggest that the "good-pupil" role generally required in school (emphasizing obedience, conformity, quietness, or dependency) is similar to the traditional "feminine" role girls have been taught, but is inconsistent with the toughness, independence, and rowdiness of the "masculine" role that boys have learned outside the school.

Self-esteem: In a study involving fifth graders of varying backgrounds, children's general self-esteem was not found to vary significantly by race

or sex. But white children scored significantly higher than did black children on ratings which measured specifically how they felt about themselves at school.

Do kids like school? Yes! Reports the Foundation for Child Development, which not only surveyed children's health but a myriad of other topics. School was one. A resounding 90 percent of the 2,200 children queried said they not only liked their teachers but their classmates as well. In addition, they generally feel good about themselves and their lives at school. But what else did they say?

1. Schoolwork is a source of anxiety and frustration. Two-thirds worry about tests or feel ashamed when they make mistakes in school.
2. Seven percent (70 percent of them boys) admitted they "fooled around a lot in class." (With 30 children, that's two per class.)
3. Nearly one in three black students would rather go to another school. The major reason was because of the fighting and fooling around.
4. Kids have strong feelings about math. They either love it or hate it. They put it at the top of their "best subjects" list as well as the top of the "worse subject" list. Writing skills didn't fare well at all. They ranked at the bottom of the "best subjects" and top of the "worst." Other "best subjects" were gym, drawing and painting, and reading. Other "worst subjects" were science, writing compositions, and penmanship.

But what about some other issues and variables relating to the educational process?

American Society and Education

For some time it could be said with authenticity that America operated on the premise that "the poor would always be with us." Since the beginning of this nation some citizens have been more favored and fortunate than others. As this country progressed industrially and economically this reality became more disproportionate. Some attained great riches while others, more and more, realized abject poverty. Many factors in the evolution of our country's growth have contributed to this phenomenon. Immigration, migration, slavery, segregation, poor education, labor-management disputes, droughts and a myriad of things gave rise to a life of despair, hunger, dispondency and unhappiness for a large segment of the American populus.

The American way of life has hitherto basically revolved around the idea of each man being responsible for his own well-being. This concept was buttressed in the notion that exercising a credible amount of effort would yield a comfortable and satisfying level of living.

This was "okay" in the minds of men, but it just so happened that the American dream has not turned out that way. Many Americans have not succeeded in living comfortably. We have become increasingly aware of people in the urban and rural spectrum of American life lacking adequate clothing, sufficient food and proper shelter.

This background of American life has evolved a citizenry quite divorced from the mainstream of American culture. The culture of poverty is characterized by such things as low life expectancy, child labor, low level of literacy, lack of political or social affiliation, little use of community facilities and a history of exploitation. Certain peculiarities in families in this category affect the behavior and development of children

as they attempt to function in school environments. Family members often have a time orientation based upon the present, with little ability to defer gratification and plan for the future. A sense of resignation and fatality pervades family activity. It is from this environment that school dropouts, delinquency, and lack of aspiration would be logical expectations.

The society, and the values that it holds, forms, to a large degree, the frame of reference for the curriculum found in schools. Educational goals reflect the philosophy of the school system, which grow out of community values, and these are translated into specific objectives at the district level, at the building level, and at the classroom level. This is a significant reality, particularly if one gives sociological attention to each and every community within this country. One cannot ignore the fact that school boards, college faculties and publishers in this country have had a decided influence on curriculum content, processes, structures, policies and determine, to a large degree, how school systems operate. Colleges and universities prepare teachers of all kinds to operate within school districts, and publishing houses, to a large degree, have operated rather autonomously and have reflected, basically, what they feel are the values and the reflections of the "American" community. Until most recently, they were completely insensitive, and refused to acknowledge, that other than middle-class, Caucasian people lived in these United States of America.

Currently, many school systems are predominantly "minority" populated. These systems need revamping and restructuring to adjust to the reality that maintaining the "status quo" is inappropriate.

Cultural Differences and Education

In an article entitled "Collision in the High Schools," which appeared nearly ten years ago, in the May 16, 1969 issue of once extinct LIFE

magazine, it was noted that:

> "The huge migration to the cities has created an educational crisis that completely transcends the ability of the schools to deal with it, and has revealed a clash in values and failure of understanding that is largely beyond the competence and training of White middle-class teachers."

That statement should not be construed to imply that minority groups (be they Puerto Rican, Appalachian White, Black, or whatever) are inferior, but rather than varying backgrounds, learning styles, family structures, values and other idiosyncracies often differ from those of the middle to upper-class.

If one is to work with persons from a culture other than one's own, it is essential that one become as familiar with that "difference" as possible. The process of education requires a close look to determine adequacies, limitations and insufficiencies. Teachers are of vital concern. A conflict faces the middle class teacher with middle class values, meeting the "every-class" situation. The type of teacher needed should not be solely dependent on the ethnic derivation of the teacher. Regardless of ethnic background, many teachers lack certain skills and knowledge. Chief among these is the lack of an adequate knowledge of the learning styles and behavior patterns of many of their pupils. Linking knowledge in this area with knowledge in the application of materials and teaching styles, would probably produce a more effective teaching-learning situation.

Commitment is also a matter of importance. To work effectively with all children requires a certain personal dedication. Unfortunately, too many teachers are reluctant about making such a commitment. Hopefully, such reluctance is not a reflection of racial or class prejudice. Teachers need to know themselves in terms of "who they are" in relation to others. This should be reflected in their attitudes, personalities, teaching and their ability to make a personal analysis of their own styles.

Additionally, we cannot be deluded into believing that what will work, and is successful, in one locale is going to meet with the same measure of success in another. What faces teachers and principals in varying locations becomes a local school/community matter. There must be an assessment of the students, the families, the immediate community, and the general community, for the school to be effective.

In regard to certain children, the literature is replete with descriptions and analyzations of the "disadvantaged child." However, once one gets to know - really know, understand and appreciate children, one finds them basically little different from others. Nonetheless, many pupils are "turned off" because they are wise to the ways of society. They have learned from their parents, associates and community that things may not be what they're "cracked up to be." They are often disbelieving of society at large. When a Black youngster is told he could be an electrician, machinist, or some other type of craftsman, or a manager, corporation executive or the like, he may look at you and say: "Man, are you kiddin'? You know damn well the unions are racist, and tell me how many Black men are in managerial or executive positions?" A big selling job is necessary; and it must be "for real." None of the, "if you work hard at it"...business, and let it go at that. Is it any wonder that many children are hostile, lack an enviable self-concept, have low aspirational levels and adhere to the "code of the ghetto," which is "Them that have, gets," and "Do others before they do you." These youngsters are crying out for people who are "for real,"-not patronizers, but really genuine and honest human beings. We must be able to tangibly indicate to youngsters from depressed areas that there <u>is</u> opportunity -- that it <u>is</u> possible for them to become successful.

Different Teachers-Different Children

Most important, however, is the interrelationship between these children and those with whom they contact in the educational setting. Regarding White teachers: Teaching Black children, as contrasted to White children, will be, or is, a strange, challenging adventure. It will be strange because most white teachers have never lived among, or maintained constant contact with Black people. Past racial isolation is a part of their heritage and their training. They understand the nature of the education as given in the quiet order of cool institutional classrooms. Their fathers and mothers passed on to them the necessary vocabulary and insight into society. Later, those were expanded by associates, teachers, and friends. They learned that to "get ahead" in life you must pass the tests, obtain good grades, try to reach the top of your class. From that position, one received the best opportunities. Many began to teach. They and their associates conversed with other Whites who were the "cream." They sought to correlate the "best" with clothes, homes, speech, and automobiles. They achieved the good life. They became the portrait of success.

Certain children in their classroom looked at them and noticed that they looked like their mothers, fathers, older sisters, and brothers. They were comfortable in those classes. Their thoughts and emotions were in tune with their image, their presence. Satisfied thus with ethnic compatibility, they strove to return the same heritage and training they received.

Now, they are thrust into an all-black or desegregated classroom. They must become acutely aware that Black children do not see them as the image of their own mothers, fathers, older sisters, and brothers. They come to them from a world that is either unknown, or at best, vastly different from their own. Neither the teacher nor they will be comfortable.

There are no ethnic emotional ties in that classroom. The tests may not be viewed as guides to growing knowledge, as yardsticks for competition, but as yardsticks to measure underachievement. The students might fail because they were expected to fail.

They tell students to learn these things if they want to "get ahead." But when done, they will think, and think hard. "Why all this? Who are these White strangers that pop out of the book? They are so unlike my people. My father and mother never told me of these people, these events. My parents, if they had the advantage of school, are not 'ahead.' Who is this White teacher informing me that if I learn I will succeed? What is success? Who eventually achieves it? They who learn and are white! Why doesn't she use words that I know? Or talk about people and events that are a part of our world? Why should I look up big words in the dictionary to better understand her words, while she won't listen to understand our words, which go something like this:

"Being black is being the last hired and the first fired."

"Being black is not having black heroes accepted and respected by the general public while being made to feel guilty if you do not accept the white heroes of the general public."

"Being black is being bombarded constantly with the worth of our democratic society, but having to adjust to contradictions thereof."

"Being black is bearing the frustrations of being prepared to assume certain responsibilities, but not being allowed to assume them because of your blackness."

"Being black is being forced to pursue the values and the life style of the majority culture while often being unable to afford them or while being rejected by it."

"Being black is having to overcome the low expectations others have of blacks, including blacks, in their attempts to meet accepted standards of conduct."

"Being black is not having a deserved and an equitable continuous coverage of the contributions of Blacks to the advancement of humankind in school curricula in ways that make all children proud of their accomplishments and humanness."

The White teacher may need to go to that classroom, geared not to teach, but to learn; not so much to instruct, but to be instructed; to ponder for a while on the mystique of blackness; to sit down on a chair in the middle of Black children and ask them to talk. Let them pour out their thoughts.

Listen to the peculiar vocabulary flaw, the slang, the peculiar language. Some words will ring out like music, others will clap like thunder. Get the meaning, the flow, the intent. Verbalize and express neither disgust, surprise, nor shock. Then let them see for the first time a mind, and heart open for knowledge, and an urge for acceptance.

Regarding Black teachers: Teaching is more of a heritage to them than a chosen profession. They became teachers when it was discovered within the Black world that this was the easiest way toward success and security. Their history, and the history of their people before them, was one of poverty, or insecurity. Education was a key, but the doors opened by this key were comparatively limited. It would not fit the banking business or industrial doors with ease. The scientific world accepted only the creative--the Black genius who could unlock the mystery of the peanut; or separate blood and store it as plasma. Even so, they, too, began as teachers or educators whose chief role in life began by instructing Black

children.

They are now a part of a grand experiment to see if other Black children can achieve their success. They must not be blind to that hope, nor frustrate that dream by emphasizing, "I made it. Why can't they?"

Many students will not make it, for unlike the successful Black teacher, they are not a select interested few, but a rejected legion of unmotivated blackness.

To Black students they should be a vital frame of reference to provide security of heritage, culture, and environment. The credo of these teachers, as Langston Hughes wrote, must be:

"I play it cool, and dig all jive.
That's the reason I stay alive.
My motto, as I live and learn,
Is: To dig, and be dug, in return."

Regarding Black and White teachers in dealing with children:

Entering the setting of certain schools brings all sorts of apprehensions; How do I handle classroom confrontation in a school where the students are of a different race? How do I handle the hard-core who are turned off by teachers? How can I aid these youth in modifying culturally self-defeating attitudes? The ability to deal with these questions takes sensitivity and commitment.

In America Blacks largely live in a "White world" and are, therefore, forced to know it and know how to deal with it, while Whites are basically isolated from the Black world. All teachers must understand and acknowledge the differences, and similarities, of the two worlds.

Youths in schools are faced with a spectrum of attitudes and teacher expectations. A teacher attitude which says that approach doesn't matter,

and that only so much can be done with certain students can be dangerous. Such low expectations are a detriment to progress, and self-defeating. Expectancies should challenge - not deter.

It behooves the astute teacher and principal to know that the now antiquated "Boogaloo" and the more recent "Bump," both dance styles, and expressions such as: "Ya'll come, You heah," are definite parts of very real cultures, to be considered and respected.

The point is, again...if one is to work with persons of a culture other than one's own it is absolutely essential that one become familiar with that culture and what it yields if one has serious intentions of achieving any measure of success in what one has set out to do.

Communities and Schools

Education is in a dilemma because its lost some valuable support. That is, the public. The Gallup Poll continues to reveal that confidence of the public in the public schools and education leaves something to be desired.

> "An interested community is the richest laboratory a school can have." -Anon.

The most significant variable in school/community relations lies in the daily interaction of school personnel, students, parents and other people in the community. Important, also, is the concept of attempting to make understood, and known, the policies, practices and the methods and reasons by which they were arrived at, to as many parents and community people as possible. Third, it is of extreme value for a school to develop operating policies and procedures which can be fairly applied, which also provide answers to persistently difficult questions. If one is serious about the matter of meaningful community involvement in the

educative process of the local school, then community relations should be a vehicle for eliciting the support and interest of the local community in the resolution of major problems and issues confronting a given school. Needs of the school, as well as its good work, must be made known to the public to obtain their support, morally and financially; as well as to obtain their involvement in making decisions. It is absolutely imperative and incumbent upon the school to continually attempt to educate its public regarding the goals and purposes of public education.

The principal who effectively relates to the local community must understand its people, the language they speak, their attitudes, the things they value, and the aspirations they entertain for themselves and for their children. The principal should attempt to know how to change some aspects of the community, as well as what not to try to change. The school should be concerned with every means possible to assure a responsive commitment on the part of people for quality education and excellence in the school, en toto. The modern school must capitalize on opportunities for utilizing the constructive resources of community life to supplement its own program of organized learning experiences.

Having this in mind, it is worthy to consider some typical, generalizable school/community problems encountered by principals and school personnel.

School-Community Problems Typically Faced By Principals

1. The manner in which teachers relate to children.
2. Providing an acceptable and appropriate-climate in the greeting and reception of callers to the school by telephone and/or personal visitation.

3. Pre-school and in-session mailings or notifications regarding assignment of students, fees, immunizations, insurance, and calendar of events.
4. Orientation for new students and their parents.
5. Publication and distribution of printed descriptive materials regarding the organization and program of the school.
6. Publication and distribution of regular communication pieces about the accomplishments, needs and plans of the school.
7. Interpreting and disseminating data regarding individual children to their parents, obtained via systematic, standardized achievement testing programs.
8. Devising effective ways of explaining the "why" of the school and its methods, as well as the "whats," in making possible a sufficient mutual understanding, assuring intelligent cooperation and singleness of purpose.
9. Meeting criticisms directed at the school, and/or its personnel.
10. Developing a climate of mutual trust between the school and parents for a "two-way street" approach regarding the curriculum, instructional practices and other school related matters.

Some Suggested Responses

1. Involving community residents in workshops and study groups related to curriculum and school concerns.
2. Citizen advisory committees which are listened to when allowed to advise the school in the resolution of specific issues.
3. Parent visits/school conferences in the matter of reporting the progress of individual students to parents.
4. Sending children home happy at the end of each school day.

5. Suggesting, and strongly encouraging, teachers to spend a few minutes before afternoon dismissal to evaluate worthwhile activities of the day with their students.
6. Informing parents of simple ways in which they can help their children succeed in school.
7. Encouraging children to write letters of self-evaluation to their parents.
8. Letting children prepare periodic "room newspapers" which go home.
9. Obtaining verbal, or written, statements from community lay-leaders establishing their opinions about the state of the community.
10. Gearing the curriculum of the local school so that it best fits the needs, interests, and abilities of the children and the community served.
11. Encouraging conferences with parents to discuss informally with teacher groups, and the administrator, how the school can best meet the needs of their children and the community.
12. Developing the curriculum, as a faculty-child-administrator effort, keyed to an analysis, and approach, to significant problems of living in our times, and those of the future.
13. Developing, by continuous, bi-annual, evaluation; an intimate relationship between what is being taught in the instructional program and what is actually going on in the community, and in society.
14. Developing from the community, (by means of surveys, interviews, and observations) a set of values generally ascribed to within the community. Comparing them with generally established and cherished values, and then approaching educating the children of that local school.

15. Establishing ways and means whereby the school can continually become a center of community improvement efforts, such as Paint-up, Clean-up Week or Weekly Family Outings.
16. Providing free literature, and other reading resources, in the school library wherein the people in the community can obtain personal, technical, occupational or other types of information they need.
17. Utilizing the human, and inanimate resources, of the community in instruction, or other phases of the school program.
18. Securing information from the community as to how the school can best serve them as an educational, recreational or training center.

These are big orders, of course, but essential in the matter of educating the children of today.

Leadership and Schooling

What about the principal who would do more than survive? What is his role?

First, he can create an environment in which consideration of educational ideas proceeds in a scheduled and ordered fashion. This is really elemental, yet a large percentage of schools in the United States do not have such an environment. They do not have regular faculty meetings which are primarily concerned with the problems of education--rather than the bicycle racks. In fact, some principals are praised by their staffs because they do not urge sessions devoted to educational problems! This kind of a school is not an ongoing educational enterprise defining its own destiny.

Any principal who would do more than survive will have faculty meetings which are seriously concerned with the big issues. The school

will be characterized by an environment in which continuing consideration of educational problems takes place, and participation in this process will be a condition of employment, as a member of the school's faculty.

Second, the principal who would do more than survive contributes significantly to continuing appraisal with his faculty of educational proposals which are designed to cope with current societal forces and ideas.

Thirdly,

> "The threat of sending a child to the principal's office backs up the idea that 'education is based on fear'. It is ineffective as a method of either motivation or discipline."

I have thought about that for some time--the matter of education being based on fear. It seems to me, that is just the antithesis of what we are trying to foster. If children are fearful, then how can any sunshine be in their lives, and how can persons most closely related to them radiate sunshine in their lives?

Dimensions and Direction

When education began in America, it had as its basis a great deal of training emphasizing beliefs in religion. A large amount of the instruction was focused on the Bible. In fact, schools were originally established by what was known as the "Old Deluder Satan Act." Deluder Satan--that evil thing, that evil person. That gave rise, of course, to certain behavior patterns of persons charged with the schools and instruction. Therefore, statements such as, "if you don't behave," or "do what I want you to do," or "do right," will lead to my "beating the devil out of you"--and that was meant literally! Of course, we have progressed from that level, but that was a serious belief and action of people concerned and charged with education at that time.

Presently, we have to candidly and honestly look at the constituency we serve in terms of dealing with discipline. One has to consider the historical, sociological and psychological background of the children attending the schools.

> "The climate of a school often determines how we deal with disruption and, in fact, is often a contributing factor to disruptive behavior. The climate of any school is determined by the people who work there."

A Commitment

The climate is composed of the goals that the parents, community and staff members have for themselves and for their students, and by the processes by which they pursue those goals. The climate of a school reflects the level of the morale--trust, caring, and mutual respect that are experienced by individuals within the school. We must have a sense of purpose! We must have a sense of self-esteem! We must have a sense of cooperation that translates into viable reality involving students, parents and the school.

We are in the process of a "transactional analysis." We must begin to make "I'm okay, you're okay," a reality. Let's get specific. We must get teachers and people working together in a transactional analysis agreement that will set standards or limits, decided collaboratively and cooperatively. We must, also, insist that teachers have thorough preparation each and every day in terms of what they are trying to do, why they are trying to do what they are doing, and how they are going to do it. We must have that all in mind in terms of the larger goal..."education for what?," in terms of the constituencies we are serving.

Parents, Children and Education

Effective education cannot be isolated from parents, the immediate community, or the community at large. The education of children is a

two-way street. Communities should be accountable to the schools, and the schools must be accountable to the communities. Together they share a common bond in inculcating children with the realization that the home, the community, and the school are unequivocally interested in them, and that school is all-important in their destinies.

At present, a large number of parents are apathetic regarding schools. They see the school as a bureaucratic institution, generally insensitive to their needs or presence. Many can be placed in a different category: they are hostile and angry. They are fed up with the "establishment," and are willing to disrupt ineffective programs rather than attempting to correct them.

"The right to an education, at least through elementary school, is so widely accepted now that most states will force parents to keep their children in school at least that far. But parents owe their children much more than the minimum the state requires. A parent's responsibility extends to the creation of a climate for education within the home, that not only motivates the child toward learning, but helps them conquer the basics of Reading, Writing and Arithmetic. Wise and responsible Black parents will condition their children to accept the fact that high school is absolutely necessary, and further education is advisable. Every child who shows the potential for college, or an advanced trade education, should be given the opportunity to obtain it - even if it means the parents must make sizable sacrifices.

Parents owe their children love, a love that should start when the child is in the cradle. Brought, unasked, into a hostile world, a baby needs the love and protection of parents in order to develop a feeling of confidence and security. The babe which finds itself cuddled when it is

afraid, fed when it is hungry, changed when it is wet, bedded down when it is sleeping, tossed when it wants to play, will grow up secure and confident. As babies grow into aware and questioning children, it is important that their parents let them know that there is someone who wants, and cares, for them, that they are a part of a loving unit - a family that will face all odds with them.

Teachers, Children and Education

To work effectively with inner-city children requires a certain personal commitment. Unfortunately, too many teachers are reluctant about taking such an assignment. Teachers in urban schools need to know themselves in terms of "who they are" in relation to others. This should be reflected in their attitudes, personalities, teaching styles and their ability to make a personal analysis of their own styles.

Styles may vary but we would like to offer what we terms some essentials for the teacher of children from unique backgrounds:

1. ROUTINE - This refers to a system or organization of class and student procedures that should not be construed to be static. Nevertheless, it provides for structure and orderliness, as opposed to excessive flexibility and disorder. The implication here being that the teacher and the group operate methodically, and with some type of system. Freedom is encouraged, but within the structure of this organizational pattern or system.
2. EMPATHY - Refers to the teacher having a genuine and "real" feeling for the pupils in her charge. This does not mean superficiality or pretending. In other

words, the teacher should have a "gut level" feeling for the sensitivities, peculiarities, idiosyncrasies, backgrounds, and personalities of the students. This feeling should be radiated by the teacher, to be felt by the students as being sincere and genuine. One should not construe this behavior as patronizing.

3. ZEST - Refers to enthusiastic behavior being exhibited, and a part of the teacher's demeanor in dealing with students, specifically in terms of instruction. "A good teacher is often a good actor or actress." This should not mean that one "puts on a show," but, "plays a role" somewhat different from one's normal demeanor. The case in point is motivation, as children reflect the enthusiasm for any endeavor which is exhibited by the teacher.
4. CONSCIENTIOUSNESS - Refers to one's sincerity in carrying through the instructional program, and any other duties related to the business of teaching children. One should be dutiful and attentive to one's work in this situation. This, too, will transfer to children, for they will certainly perceive one's lack of this particular trait.
5. IMAGINATION - Refers to one reaching into the depths of one's mind to expand any sort of notion that inspires and motivates in implementing any part of the curriculum. Ways and methods which are usually normal, generally tried and accepted, apparently do not always hold true in certain settings, hence the suggestion that one needs

to "stretch the imagination" in planning and putting into action instructional endeavors.

6. ASSERTIVENESS - Refers to the teacher assuming a role of being "in charge," "the leader," the one to guide, but not in a "Simon Legree" sense. The pupil should feel a sense of partnership with this individual, respecting and recognizing this person as an adult, a professional, and a person to whom they should look for knowledge, guidance, and interest.
7. COMPASSION - Refers to one being sincerely aware of the nuances and personalities of pupils, as well as the backgrounds from which they may come. This means that, again, one would have a "real" feeling for the familial, neighborhood, and personal experiences of pupils in attempting to work with them in the academic setting.
8. REALISTIC APPROACH - Project experiences for children in the instructional setting to which the children can relate. In other words, materials, experiences, ideas, which have no relation to children will be of little value to them. In all likelihood, they will find it difficult to comprehend them.

   On the other hand, concepts, ideas, and experiences to which they can relate will probably have more import (i.e., one might have more success in attempting to teach a sociological concept, such as roles within a family, by having pupils examine their own families).
9. "ALL AROUND" PERSON - Refers to an individual being flexible in demeanor and personality. This suggests that

the individual can relate to his peers, his superiors, pupils, parents, and associated professional personnel in an appropriate manner in each separate contact. This also implies that the individual should be flexible in being able to share a joke with pupils, play games with them, yet command their respect in the instructional setting.

10. PROFESSIONAL COMPETENCE AND CONFIDENCE - An individual will be more confident and sure in assuming this teaching role if the individual possesses the knowledges and skills required of any competent teacher. The person should have a good command of the language, be well versed in the various disciplines, possess an appreciable degree of knowledge of human growth and development, and possess a "storehouse" of teaching skills, anectdotes, and procedures to be exploited in various settings.

IV. CONCLUSION

In summary, teaching and learning in a contemporary setting is critical and complex. The attention needed in terms of programs, finance and action are of immense magnitude. No one power is presently equal to the task. Neither "Black power" nor "White power" can accomplish the job. It will require "will power," emenating from both of the former two. The notion of the White race or the Black race "going it alone" is a misnomer. The task at hand requires one race...the human race, to achieve the dream Dr. Martin Luther King, Jr. envisioned. It is hoped that dream is a part of us all, for we are the molders of men, the leaders and sculptors of young lives. The following thoughts must be a part of our personhood:

THE BUILDER

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said, as they saw its beauty,
"It shall never know decay;
Great is they skill, Builder!
Thy fame shall endure for aye.

A teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised her unceasing efforts,
None knew of her wondrous plan,
For the temple the Teacher builded
Was unseen by eyes of man.

Gone is the Builder's temple,
Crumpled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the Teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Was a child's immortal soul.

The work of education is the most important in the world! The destinies of people, our society and civilization is in the hands of educators. The way won't always be straight, the road won't always be smooth, but amidst adversity and turmoil we must persevere, afterall, as some scribe once wrote: "A ship in a harbor is safe, but that's not what ships are for."

FOOTNOTES

1. Ayars, Albert L., "Seminar on Inner-City Schooling," paper (unpublished), Organization for Economic Cooperation and Development, Center for Educational Research and Innovation, London, England, December 19-21, 1978, p. 1

2. Ayars, Albert L., "Seminar on Inner-City Schooling," paper (unpublished), Organization for Economic Cooperation and Development, Center for Educational Research and Innovation, London, England, December 19-21, pp. 1, 2

3. Ayars, Albert L., "Seminar on Inner-City Schooling," paper (unpublished), Organization for Economic Cooperation and Development, Center for Educational Research and Innovation, London, England, December 19-21, 1978, p. 5

4. Combs, Arthur, "An Education Imperative: The Human Dimension," To Nurture Humaneness, 1970 Yearbook, ASCD, Washington, D. C., 1970, p. 179

5. Zais, Robert, Curriculum: Principles and Foundations, p. 194

6. Op. cit., To Nurture Humaneness, "What It Means to Become Human," Lopes, William, pp. 25-26

7. Ibid., p. 26

8. Op. cit., To Nurture Humaneness, pp. 183-184

9. Proctor, Samuel and Johnston, Gladys, "The Significance of Education for Blacks," Beyond Desegregation, p. 64

10. Ibid., p. 64

11. Williams, John, "Discipline in the Public Schools: A Problem of Perception?", Kappan, January, 1979, p. 387

12. U. S. News and World Report, p. 49

13. Duke, Daniel, "How Administrators View the Crisis in School Discipline," Kappan, January, 1978, p. 326

14. Luther, Henry, "Discipline: A New Look at an Old Problem," Kappan, February, 1978, p. 425

15. Butts, R. Freeman, "The Search for Purpose in American Education," The College Board Review, p. 6

16. Ibid., p. 14

17. Lipman, Victor, "Mr. Glasser's Gentle Rod," American Education, p. 26

18. Black Rage, pp. 28-29

19. Ibid., p. 59

20. Ibid., p. 62

21. Ibid., p. 66

22. Ibid., p. 138

23. Violence in the Schools, p. 13

24. Op. cit, Beyond Desegregation, p. 65

25. Smith, William, "Why Different Education for Different Groups?," Multicultural Education, p. 41

26. Ibid., p. 42

27. Ibid., p. 43

28. Raising Standards in the Inner-City Schools, p. 10

29. What are the Priorities For City Schools?, p. 2

30. Edmonds, Ron., "A Discussion of the Literature and Issues Related to Effective Schooling," p. 38

31. "Jesse Jackson: Pushing to Educate," Black Enterprise, September, 1978, pp. 38-39

32. Time magazine, July 1978, p.

33. Ibid., p. 31

34. Ibid., p. 34

35. Chalkboard, p. 2

36. Ibid., p. 2

37. Op. cit., U. S. News and World Report, p. 58

38. Op. cit., Maynard, William, "Basic Approaches to Violence and Vandalism," Kappan, p. 359

39. Ibid., p. 333

40. Op. cit., American Education, p. 29

41. Op. cit., Edmonds paper

42. Op. cit., What Are the Priorities, p. 16

43. Op. cit., Raising Standards, p. 11

44. Op. cit., Black Enterprise, p. 34

45. Scruggs, James, "How Black Administrators View Their Status Today," Kappan, April, 1977, p. 648

46. Maynard, William, "Working With 'Disruptive' Youth," Educational Leadership, March, 1977, p. 421

BIBLIOGRAPHY

American Education, August-September, 1978

ASCD 1970 Yearbook Committee, To Nurture Humaneness, Association for Supervision and Curriculum Development, 1970

Ayars, Albert L., "Seminar on Inner-City Schooling," paper (unpublished), London, England, December 19-21, 1978

Black Enterprise, November, 1978

Black Enterprise, Earl Graves Publishing Company, Inc., September, 1978

Berger, Michael, Violence in the Schools: Causes and Remedies, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1974

Beyond Desegregation: Urgent Issues in the Education of Minorities, College Entrance Examination Board, New York, 1978

Chalkboard, Indiana University School of ducation, Fall, 1978

College Board Review, College Entrance Examination Board, Winter, 1975-76

Council for Basic Education, What Are the Priorities for City Schools, 1969

Ebony, Johnson Publications, Inc., August, 1978

Edmonds, Ron., A Discussion of the Literature and Issues Related to Effective Schooling, (unpublished manuscript)

Educational Leadership, Association for Supervision and Curriculum Development, March, 1977

Grant, Carl, ed., Multicultural Education: Commitments, Issues and Applications, Association for Supervision and Curriculum Development, 1977

Grier, William and Cobbs, Price, Black Rage, Basic Books, Inc., New York, 1968

Johnson, Harry, ed., Negotiating the Mainstream, American Library Association , Chicago, 1978

Kappan, April, 1977

Kappan, January, 1978

Kappan, Phi Delta Kappa, February, 1978

Kappan, March, 1978

Kappan, Phi Delta Kappa, January, 1979

Levine, Daniel, Raising Standards in the Inner-City Schools, Council for Basic Education, 1966

U. S. News and World Report, September 11, 1978

Zais, Robert, Curriculum: Principles and Foundations, Thomas Crowell Co., New York, 1976